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**EHS 701/601**  
**Child and Adolescent Development**  
**Fall 2007**

***Objectives:***

The primary objective of this course is to familiarize students with the complexity and beauty of changes that take place over the first eighteen years of life, with an emphasis on adolescence. Generally, the course explores child development from biological, psychological, and sociocultural perspectives. Specifically, the major themes of cognitive, emotional, and social developments at each stage of childhood are discussed with a special emphasis on those themes that have significance in adolescence. While the course focus is on understanding normal developmental processes, current research on timely topics is discussed as well. It is expected that as we discuss the developmental process, students will gain a greater awareness of their own developmental issues.

***Requirements:***

There will be a mid-term and a final exam. These will be primarily essay but will include other types of questions as well. In addition, students will receive credit for a paper or observation/interview, and an article presentation. Credit will be distributed as follows:

<i>Exam 1</i>	30%
<i>Exam 2</i>	30%
<i>Self-reflection paper or Observation</i>	25%
<i>Article presentation</i>	15%

***For students planning to do Mental Health Counseling or School Counseling***

**Self Reflection Paper:** I would like you to reflect on your life to come up with a question about development that is personally relevant. If you are reflecting on your own life, *it helps to think about who you are today and then work backwards, thinking about how you got to this point. Or to think about what special circumstance you may have encountered or even how your genetic predispositions interacted with your environment to impact some aspect of your life.* Your task is to then answer your question with empirical research. You can think of this paper as a term paper with a personal twist. When you write it be sure to start with your question and why it is personally relevant. The length should be 7-10 pages; late papers are automatically failed.

Papers are due at the end of November (see schedule). Five points are deducted for each day that the paper is late.

**Presentation.** The class will be divided into groups of 2 students. Each group will be responsible for presenting a current research article to the class. These articles should be selected to compliment class topics and available on line (if possible). The articles should (1) come from well-respected child development journals (e.g., *Child Development*, *Developmental Psychology*, *Journal of the American Academy of Child and Adolescent Psychiatry*, *Merrill Palmer Quarterly* etc.), (2) correspond well with the current class topic, and (3) be cleared by me. In addition, I will need a copy of the article **at least a week ahead of time** to distribute to the class or post on line. The class presentation should include a summary of each of the sections of the paper, a brief critique, and a discussion question. In addition, each person will be responsible for turning in their own brief (2 page) summary of the article. Summaries are due the day of the presentation. If you are not presenting, you are responsible for reading the article and being prepared to discuss it in class.

***Make-ups and Incompletes:***

Make-up exams are given only under the most extreme circumstances. Incomplete grades will not be given unless students negotiate a contract for finishing the work.

***Readings:***

There are two required texts; both are available at the S.U. Bookstore. One is a child development text and the other a text on adolescence. If you took a child development class as an undergraduate and still have the text, you may use it in place of the Berk.

Berk, L. (2005), *Infants and children* (5<sup>th</sup> ed.). Allyn and Bacon: NY.

Cobb, N. (2003) *Adolescence* (5<sup>th</sup> ed.). McGraw-Hill: NY.

Additional Readings will be available on Black Board.

## **Tentative Course Schedule**

***September***

- 6 Introduction and Theoretical Concepts (*nature and nurture, change, models of development and perspectivism*)
- 13 Theories of development (*Freud, Skinner, Piaget, Erikson, and Vygotsky*) and Methods of Research **(Berk, chap. 1)**  
**Prof's Presentation**
- 20 Prenatal Development (*normal and atypical*) and Infancy (*physical, motor and cognitive development, topical issues*) **(Berk, chaps. 2-3)**  
**1st Presentation (tentative)**

27 Infancy (*psychosocial and emotional development*) (chaps. 4-7)  
**2nd Presentation (tentative)**

**October**

4 Early Childhood (*physical, cognitive, emotional and psychosocial development*) (chaps. 8-10)  
**3<sup>rd</sup> presentation (tentative)**

11 Middle Childhood (*physical and cognitive*) (chaps. 11-13)

18 Middle Childhood (*emotional, psychosocial, topical issues*)  
**4<sup>th</sup> Presentation (tentative)**

27 **Mid-term Exam/** Introduction to adolescence

**November**

1 Adolescence (*physical and cognitive*) (Cobb, 1-4)

8 Adolescence (*emotional*) (Cobb, 5,6)  
**5<sup>th</sup> presentation (tentative)**

15 Adolescence (*social*) (Cobb, 7,8,)  
**6<sup>th</sup> Presentation (tentative)**

29 Adolescence (*social*) (Cobb, 9, 10)  
**7<sup>th</sup> Presentation (tentative)**

**Due: Self-Reflection / Observation Papers**

**December**

6 Adolescence (*popular culture*) (chaps 6,11,12)  
**8<sup>th</sup> Presentation (tentative)**  
**Final Exam Handed out**

11 **Final Exam Due**